

Inspection report for early years provision

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Inspector	Joanna Scott
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and young child in New Haw, Surrey. The childminder's entire bungalow is used for childminding, but children do not have free access to every room. There is an enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age range. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll in the early years age range, both of whom attend on a part-time basis. She offers care for children from birth to 11 years of age. Local parks, shops and schools are within easy walking distance. The childminder attends local parent/toddler groups. The family have a pet parrot and tropical fish inside, and guinea pigs outside. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder interacts warmly with the children and recognises their individual needs. She has systems in place that promote partnerships with parents, which she reviews to make as successful as possible and which benefit children. The childminder has her own systems for evaluating her practice which have successfully given her a vision for the continuous progression of her service. Records show that children are making good progress in their development and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that as systems for tracking children's development continue to evolve, they always identify what children's next steps are and give parents the opportunity to contribute their knowledge
- continue to constantly reappraise the environment and take additional steps if necessary to minimise risks in the garden.

The effectiveness of leadership and management of the early years provision

The childminder has made a strong start to her childminding business. She has developed an effective set of policies and records and keeps documentation up to date. She understands her responsibilities relating to child protection and shares this information with parents to safeguard children. The childminder has her own systems of evaluation which she has used to identify her main strengths and areas for development. For example, she has already reviewed her policy documents and

re-visited these with parents so that each understands operational issues. She has assessed her training requirements, and children already benefit from the story telling course she has attended.

The childminder is enthusiastic about childminding. She plans her time with care so that children's individual needs are met and they are actively involved in a wide range of activities in and out of her home. The children enjoy their time with the childminder; they respond to her warmth and encouragement and happily participate in play. This is because the childminder demonstrates an understanding of their individual interests, and provides resources which appeal to them. The childminder keeps records of children's achievements in their individual 'Learning Journey' files, and these show that children make progress at the setting. Her systems for planning and observing are evolving and she is in the process of making changes so that her understanding of where children are at and what she is doing to move them on is clearer to parents. This will provide more opportunity for parents to contribute, and enhance partnerships. Feedback from parents suggests they already feel informed about their child's development. The childminder understands the expectations and benefits of working in partnership with others more widely to support children, although this is not currently relevant.

The childminder demonstrates a good understanding of the process of risk assessment; she completes daily checks which help to identify any hazards. For example, she has made the garden temporarily inaccessible to children because of unexpected water logging. She plans trips and visits with care to protect children, for instance, she gives consideration to access when using a triple buggy as it can cause restrictions in some situations. The childminder has organised her home and resources to be accessible. She includes some resources which have positive images of diversity and help children become aware of the wider world.

The quality and standards of the early years provision and outcomes for children

The children are busy and play happily. They enjoy warm and caring relationships with the childminder and approach her happily to involve her in their play or to have a cuddle. The childminder is alert to their requirements, for example, she changes their nappies promptly and provides rest times in line with their routines. This means they are comfortable and content. Young children are learning about recognising their own needs; they select their own beakers when thirsty and they take part in safely moving small chairs in preparation for snack time. Children feel valued by the childminder. She uses props such as photographs of the child's family to create a link for them between their home and the setting. This helps children to learn about themselves and each other.

The childminder encourages children to become independent, for example, she encourages good hand washing routines and provides a step so that small children can reach the sink and liquid hand wash. Children move freely between the sitting room and dining room, and the childminder makes use of gates to block access to areas when necessary. They enjoy manoeuvring wheeled vehicles inside, throwing balls in and out of the ball pool and manipulating play dough. Children spend lots

of time sharing books, and the childminder is skilled at encouraging language development as they sit together and talk about the stories.

The children are learning from an early age to be safe. The childminder practises evacuation on a very regular basis so that she and the children become skilled at leaving the premises quickly and safely in an emergency. Children mostly behave well, any disputes are linked to their age and stage of development and the childminder has a range of suitable tactics which she successfully uses to promote sharing and co-operation. This helps children to learn to value each other and build good relationships.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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